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ABSTRACT

In the hospitality industry there are three major needs for study of a foreign language: (1) the need to communicate with non-English speaking employees, (2) the need to assist foreign travelers; and (3) the need to work in a non-English speaking country. The strength of the need to know a foreign language depends on the employee's level within the organization and the reason for using the language. There is a limited need for foreign language skills in the food service industry. In the lodging industry, the need for foreign language skills resides mostly with "front-desk" employees and less at upper levels, except in foreign countries. Travel and tourism administration is the area to benefit most from improved foreign language skills in the United States, and while the demand for foreign language skills is great, the supply is poor. If a language requirement is reinstituted in American higher education, the insitution must be willing to ensure that what students learn will be useful in the students' chosen careers, and the programs must be motivating. A matrix of needed language proficiency levels correlated with occupational group, level in the organization, and specific job tasks in the hospitality industry has been developed as a guide for program development in four-year hospitality degree programs, and further research on the need for language skills in the industry is recommended. (MSE)

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THE IMPORTANCE OF FOREIGN LANGUAGE EDUCATION TO THE HOSPITALITY INDUSTRY

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ABSTRACT

In the United States there appears to be major disagreement over the relative importance of foreign language education, especially as it pertains to higher education. While some feel that study of a foreign language should be reinstated as a prerequisite to college admission and as a requirement for college graduation, others feel such a requirement is an arbitrary one and does little to improve the ability of our students to understand and communicate with people from non-English speaking cultures. For students in hospitality industry programs - hotel administration, restaurant/foodservice management, or travel and tourism management - the need for a foreign language is often more immediate. These students upon graduation will probably be confronted with the opportunity to communicate with non-English speaking employees, guests, or to work in a non-English speaking country when employed by a multinational firm. Therefore, the decision of whether or not to require a foreign language in a hospitality management program is an extremely important one.

This paper reviews current trends in thought as relate to the study of foreign languages and makes specific recommendations regarding the types of programs, and levels of proficiency that students in hospitality management programs should obtain in order to be successful in their chosen career fields.

REASONS FOR STUDYING A FOREIGN LANGUAGE

Classic Reasons

Two traditional reasons offered to study a foreign language have been: (1) to be able to communicate with non-English speaking individuals, and (2) to develop a better understanding of foreign cultures. As the hospitality industry is directly involved with the interface between our culture and other cultures by providing food, lodging and service to foreign travelers, it would appear intuitively obvious that we would want to be able to communicate with these individuals and do so more effectively by understanding their backgrounds. What better way to accomplish both than through the study of a foreign language. Right?

To develop the ability to communicate with a foreign visi[illegible] usually requires a longer period of time than most individuals are wi[illegible]g take. In the college and university setting, the fact is that students need much more than two years of instruction to use the language in any meaningful way, and yet educators are unwilling to require three or four years because then the student would not be able to study anything else (Bouffard, 1980). Since students customarily take language during their first two years at college, by the time they graduate any skill obtained is usually lost through disuse. Therefore the learning of a language to the point of being able to converse with a native of that culture is for most a monumental task.

Language skills alone are not sufficient to allow meaningful communication (as exemplified by the many cases where the literal translation of the name of a product exported to a country had either illegal or immoral social connotations). One must also have an understanding of cultural differences and nuances. It is difficult, if not impossible, to develop such a cultural understanding in a classroom in the United States. True cultural understanding comes from visiting and interacting within the culture being studied. Besides, understanding of a culture only occurs when the language is tied to a specific culture as with French or German. In the case of Spanish which is used by several dramatically different cultures, study of the language as an insight to a culture is meaningless (Jason, 1982). Therefore language as a means of communicating with non-English speaking individuals and as a means for understanding foreign cultures is burdened, respectively, with operational problems and the question of validity.

In the hospitality industry one can identify three major reasons for studying a foreign language: (1) ability to communicate with non-English speaking employees, (2) ability to assist foreign travelers to the United States, and (3) ability to work in a non-English speaking country. As will be discussed, the strength of the need for knowing a foreign language will depend heavily on the employee's level within the organization. Often the most beneficial language for one activity (as dealing with employees) will be inconsistent with the language required for another activity at that same location (as dealing with foreign visitors).

Ability to Communicate with Non-English Speaking Employees

While no data is available to identify the number and location of employees in the hospitality industry that either do not speak English, or speak English poorly, data is available on the number of adults residing in the United States that speak a language other than English at home. Based on data from the 1980 Census (U.S. Department of Commerce), Figure 1 identifies which foreign languages are spoken at home in the United States by region. As shown, Spanish is the only language to be used at home by more than 1.0 percent of the adult population in all regions of the country (ranging from 1.7 percent in the North Central region to 10.3 percent of the total population in the West). German is the only other language to be spoken at home by more than 0.5 percent of the population in all four regions. Assuming the number of employees in the hospitality industry who do not speak English is in direct proportion to this census data, then on a national basis Spanish followed by German would be the languages most useful in allowing hospitality program graduates to communicate with non-English speaking employees in the industry. For graduates going to work in specific regions of the country, Figure 1 identifies additional languages that would probably be of major assistance in dealing with non-English speaking employees.

Figure 1 about here

While it would be desirable for every employer in the industry to be able to communicate directly with all employees, such communication usually is

neither necessary nor practical. The higher up in an organization graduates go, the less likely it is that they will be directly responsible for supervising and communicating with non-English speaking employees. Based on prior industry experience and an interview with the president of a major hotel company (Hraba, 1984), it is individuals in the role of intermediate supervisor that are directly responsible for communicating with non-English speaking employees. It is in these positions where language skills are important, not in higher level management positions. Further, where 2.2 percent of the adult population does not speak English well, only 1.3 percent of the youth population admits to problems in speaking English. Therefore, the need to hire and work with non-English speaking employees may be a diminishing one nation wide (while still a major concern in some regions).

Ability to Assist Foreign Visitors to the United States

Following 19 consecutive years of increasing volumes of foreign tourist arrivals to this country, 1982 saw the trend change with a 9 percent decline (Wynegar, 1982). While most cite world economic conditions and the strong U.S. dollars as major contributors to the reversal of this trend, others identify growing worldwide competition for the tourist dollar and suggest that the U.S. is not remaining competitive. To be competitive our country must work harder in meeting the needs of the foreign visitor, one obvious need being the ability to converse and assist that traveler in his or her native language. Where foreign visitors of the last decade were well educated and likely to have been educated in English, today travel has become more accessible to the middle class and the less traveled. The United States is seeing more visitors not educated in English, these visitors being unlikely to

stay at the larger, more expensive hotels which provide foreign language services (Verzesconi, 1984). Therefore a need is emerging to offer language services at a broader range of facilities.

As no statistics are available on the native language of foreign visitors to the United States and their ability to speak English, another means was required to determine what languages would be most beneficial to foreign travelers in our country. A survey (June 1984) was conducted of the directors of travel of the fifty states to identify "what foreign languages, if any, are most important to foreign tourist travel in your state". Figure 2 presents the results obtained from the 37 states that responded. While the results can only be considered as opinions of these state officials (and not based on empirical evidence), it is assumed that their opinions relate directly to the promotional efforts of their respective states to attract specific groups of foreign visitors. Divided by regions - Spanish was the language most important to tourist travel in the South and West, German to travel in the North Central region, and French to the Northeast. In that same survey over 73 percent of the state travel directors indicated that the foreign language training of hospitality industry professionals in their state was inadequate to meet the needs of foreign travelers.

Figure 2 about here

In dealing with foreign visitors it is the "front-line" employee - the desk clerk, the conceirge, the host, the travel guide - that needs to be able

to converse in a foreign language in order to meet the needs of the foreign traveler. Except while arranging group travel or arranging promotional efforts abroad, the need for hospitality executives to be trained in a foreign language is extremely limited. It is more important that executives know who in their facilities are able to translate a foreign language should the need arise. Unless a facility in the United States caters primarily to a foreign clientele, as was the case with employee communication, the higher up in an organization an executive goes, the less the need becomes to know a foreign language.

Ability to Work in a Non-English Speaking Foreign Country

It is estimated that each year over 100,000 Americans lose their jobs in international business because of their failure to learn to communicate in a foreign language (Curriculum study, 1983). In order to effectively communicate in a foreign setting a person needs to understand cultural nuances as well as technical aspects in the arena in which he or she functions. Too often we master the technical without understanding the cultural differences in foreign countries (Schmidt, 1981). This is especially true in the hospitality industry.

In order to effectively work in a foreign environment a person must be able to converse fluently in the native language of that country. Unlike using a second language within the United States where the need relates predominantly to meeting the immediate needs of the employee or visitor, in a foreign setting it becomes necessary to function on the social level as well as the immediate survival level in order to be accepted. Such level of

language learning is rarely available in a classroom within the U.S.

NEED ANALYSIS OF LANGUAGE SKILLS BY OCCUPATION GROUP

Restaurant/Foodservice Management

For foodservice companies within the United States there is a limited need for individuals able to communicate with employees and guests in a language other than English (as in southern California where significant percentages of the population speak Spanish). Perhaps a more universal need for language skills is in their application to menu planning and facility design in culturally based theme restaurants (Feldman, 1982). The ability to understand the basics of the French language, proper pronunciation of French food-related terms, and the historical background of regions and traditions in the country are all necessary ingredients to the design and operation of a French restaurant. The ability to greet guests in the native language and discuss the cultural background of menu items provides an air of authenticity, often what delineates a successful from an unsuccessful theme facility.

Multinational companies, especially franchised fast-food companies, rely on the language skills of employees to allow them to continue to conduct business in foreign settings. Edward Schmidt, president of McDonald's (1981) stated that the success of their company in over 23 foreign countries depends heavily on the language skills of their employees. He stated that in order to be successful a company must be able communicate with the community it serves.

Hotel Administration

As mentioned above, the need for knowing a foreign language in the lodging industry in the United States seems to diminish as individuals go up in the organizational structure. The responsibility for dealing with non-English speaking employees and guests rests with front-line employees and intermediate level supervisors, positions where knowledge of a second language can be a legitimate requirement for employment. As most hotels deal with visitors speaking a variety of languages, knowledge of just one foreign language is of limited value at best. Rather than knowing a language, it is more important that hotel executives be aware of the availability of language services (employees in the hotel, outside translation services, university programs, etc.) that they may call upon when required.

While the need for hotel executives with foreign language skills within the United States may be limited, the need for executives with language skills responsible for dealings outside the country is great. Cases exist where failure on the part of hotel sales managers and other hotel executives to understand a foreign language have caused a facility to be unable to compete for international travel business (Chang, 1983). For multinational hotel companies the need to work closely with foreign governments, and publics, places great demands on their internal language capabilities. Unfortunately, American companies are often forced to look outside the U.S. to find individuals with such language skills.

Travel and Tourism Administration

Of the three occupational areas discussed, Travel and Tourism Administration is the area which can benefit most from improved foreign language skills within our country. Our ability to continue to expand foreign travel activity to the U.S. is limited only by our ability to understand the cultures which we are trying to attract, our ability to assess and meet their needs. Therefore, in order to continue to expand foreign tourism to the United States we must develop specialists in the languages and cultures of our widely varied clientele (Iwamura, 1983). Unlike hotels and foodservice facilities where we only need to meet the immediate needs of the foreign traveler, with tours and other tourist attractions we must begin to meet the social needs of the foreign tourist making them feel comfortable and insuring they have an enjoyable time. Meeting this higher level need requires greater language skills by tourism related employees of all levels from the attraction operator, to the tour guide, to the chief executive officer of each travel and tourism related entity.

While demand for foreign language skills is great, supply in the United States has been poor. In order to fill 40 Pan Am flight attendant positions in 1977 it was necessary to interview 16,000 applicants. Almost 70 percent of the rejection ratio was due to insufficient language skills (Luire, 1982). In a survey of state travel directors (June 1984) 24 of the 37 that responded (65 percent) indicated that they were unable to converse in a foreign language. Of those without a foreign language, the majority (58 percent) felt they would be more effective in their positions were they to have such a skill.

FOREIGN LANGUAGE CURRICULUM

Since 1970 there has been a steady decline in the number of students studying foreign languages at U.S. colleges and universities. In 1970, 13.5 percent of all college students registered in a foreign language class, by 1980 that percentage was down to only 8.4 percent representing a total of 924,837 students (Brod, 1980). Reasons for disinterest in language study include the fact that many students entering basic course sequences have unrealistic expectations of the level of proficiency they will obtain, become discouraged and drop-out. Others cite the trend of allowing tenured faculty to remain involved soley in literature and research and not teach the basic courses, leaving their fate and inevitable failure to teaching assistants and part-time instructors (McKim, 1983). While many feel that studying a language beyond 2 years is necessary to develop language skills with any useful value, only 17 percent of those students registered in a language were in third year and beyond courses, and only 23 percent in second year courses (Johnson, 1981).

Question of Proficiency

Proficiency with a foreign language can be measured along three dimensions: (1) conversational skills, (2) reading and writing skills, and (3) technical skills or ability to translate. In our area the primary concern is the first, the ability to converse in a foreign language. Therefore courses for hospitality programs should be geared toward emphasizing conversational proficiency. As a guideline, true conversational proficiency could be defined

as the equivalent of the language competence possessed by the grammar school graduate of the native country who is 12-14 years of age. At this level one is able to cope with most conceivable situations (Bouffard, 1980).

Language proficiency tests usually measure discrete points of grammar and vocabulary which may be no indication of ability to communicate effectively (Ingram, 1979). Knowledge of vocabulary and formal syntactic system is no guarantee that students will be able to perform worthwhile communication tasks. Time spent in learning may have no correlation to proficiency, and formal assessment may provide little information of proficiency outside the formal class. In fact, the overwhelming majority of people who are proficient in a foreign language never obtained the qualifications from a U.S. classroom (Bouffard, 1980). Proficiency should be a measure of what the learner can actually do with a language, the ability to carry out communication tasks. In designing language programs and requirements it must be kept in mind that the goal should be one of providing the student with the skills to communicate. Assessment of proficiency, to be useful for our purposes, must identify such skill levels. A scale which classifies such levels of ability is presented in Table 1 (Ingram, 1979).

Table 1 about here

The typical 2 year college language program would take a student to only the minimum survival, or perhaps survival level of proficiency. Three or more years of formal training are usually required to reach the minimum social and

minimum professional levels, and normally only through study in the native country is a student able to obtain full professional proficiency (suggested by many to take a minimum of 6 years from the zero proficiency level). Once started, the language learning process must be continuous as proficiency can only be achieved through long, unbroken sequences of study (Curriculum Study, 1983).

Integration of Humanities

Where the foreign language instructor is the best available resource for information on such topics as grammar, pronunciation, customs, nonverbal communication and value systems, the humanities instructor is more likely to possess a wealth of information on economics, geography, political structures, and history as relate to a foreign culture (Ochoa, 1983). If our goal in the foreign language curriculum is truly to learn both language and about the culture of a people, then resources are going to need to be brought in from other areas of the college or community. This has already been happening on several university campuses where foreign language departments, in trying to deal with new demands, are attempting to contact other university departments to provide programs which meet career plan's of today's student (Coombs, 1981). Another resource should be community business leaders to discuss business in non-English speaking environments, showing students commercial uses of language proficiency.

Designing an Ideal Curriculum

For students planning to work in the international arena the need for

foreign language skills and education in other cultures is great. Students at Indiana University, with similar ambitions, wanted both a business degree and language skills - the problem being that such a program would require 5 to 6 years to complete with any level of language proficiency. The solution at that school was to develop a special, combined undergraduate/graduate program that would lead to an M.B.A. with a major in Foreign Language and International Trade. For those entering the international marketplace faculty felt industry would require a minimum of a graduate level degree (Henry, 1983). Perhaps a similar program in hospitality management could be developed to train individuals for careers with America's multinational hospitality firms.

While such a program may be a long range plan, immediate improvements can be made in existing language curriculum. One suggestion would be for the first two years of language instruction to be devoted exclusively to oral instruction and conversation, concentrating primarily on a study of sounds and how to put such sounds together. Introduction to reading would be based on a text compiled from the various sections of a good newspaper or news magazine of the country being studied, providing insights into the culture and how the language is actually used (Bouffard, 1980). Courses should be team taught between language specialists and humanities specialists. Besides the classroom, special events involving weekend activities, language immersion, and the utilization of foreign students and people with extensive experience traveling abroad should be included (Lewinski, 1981).

CURRENT PHILOSOPHICAL ISSUES IN FOREIGN LANGUAGE STUDY

Highlighted by the publication of the President's Commission on Foreign Language and International Study in November 1979, there has been an increase in the attention paid to the content and scope of foreign language curricula at the post-secondary level (Coombs, 1981). A recent bill before Congress (House Resolution 2708) requested $50,000,000 to improve foreign language instruction at all levels of education. Through that bill assistance would be provided at the post-secondary level for improving instruction in the following languages related to improving national security: Spanish, Portugese, Arabic, Japanese, Chirese, Korean, Russian, and languages found in Africa and South Asia. (Foreign Language, 1983). One of the likely outcomes of such legislation and trends in thought, should they be successful, is a reinstatement of foreign language study as a prerequisite to college admission, or at least as a requirement for college graduation. But again, critics warn that a language requirement does not guarantee an improved level of proficiency. Rather than require a language, courses should be designed and offered which attract students, and counselors should be trained to recommend such courses when appropriate to the student's career objectives (Beard, 1983).

Businesses' View of Foreign Language Skills

In a survey of the presidents of 55 firms from Fortune's top 100, seventy-seven percent of the respondents indicated that "knowledge of the economy, politics, business practices, and culture of foreign countries" was

very important, and 85 percent believed that language skills were likely to grow in importance (Luire, 1982). American's indifference to geography and world affairs gives an impression of arrogance to residents of other countries (Caterora, 1984). One tenth of our nation goes abroad each year. The lack of fluency among those traveling often causes us to offend, rather than understand our foreign hosts (McKim, 1983). The foreign language classroom is viewed by some as affording an excellent environment for the study of international issues, geography and cultural perceptions. Leaders in the hospitality industry have expressed the opinion that few students understand the benefit of a foreign language in both foreign and domestic trade, that it is in American businesses' interest that students understand the value of speaking another language (Schmidt, 1981).

CONCLUSIONS AND RECOMMENDATIONS

Question of a Language Requirement

In the United States there has been a call to reinstate two years of a foreign language as a prerequisite for college admission and consideration of requiring a foreign language for college graduation. The belief is that students benefit from even a modest exposure to foreign language study (Cateroa, 1984). However, the recommendation of a language requirement is a perfect example of the problem of "arbitrariness" that so many students rebel against (Bouffard, 1980). As discussed before, study of a language has little or no correlation with the ability to use it. Also, educators argue that only "basic skills" are appropriate as requirements for graduation, and that

foreign language could hardly be considered basic (Jason, 1982). A language should only be required in those areas where a second language is considered basic to success in the related career field.

If a language requirement is instituted then the institution should be willing to provide the student with a "guarantee", a promise that the learning they receive will be useful to their chosen careers (Scebold, 1983). Better than deciding whether or not to require foreign language study, we should instead concentrate those efforts on developing a second language study program which motivates students to participate and learn. If the program is handled properly the student will inherently be motivated to pursue the subject (Bouffard, 1980). By identifying career opportunities which exist as a result of combining foreign language education with other fields of study, the student interested in that field should be intrinsically motivated to follow that course of study, especially when the curriculum is designed to meet that student's specific needs.

Question of Language Curriculum Design

The first question which must be addressed is how to develop a program that will motivate a student to learn. Learning a language is not easy. Based on student evaluations in special language classes at the Travel Industry Management Program at the University of Hawaii, a key to motivation is "common interests" between those of the student and the content of the course. By designing a course which specifically discusses the hospitality industry it is possible to maintain the student's enthusiasm and interest, and actually improve the level of performance beyond that in the classic foreign

language class (Iwamura, 1983). Besides language skills, the course should seek to develop the ability to indicate reasons for some general characteristics of tourists in terms of social customs, ways of thinking, and values; ability to demonstrate an awareness of cultural nuances in the language and in normal behavior; and ability to demonstrate an awareness of how social variables like age, sex, class, education and occupation affect language use.

In addition to making the course content pertinent to the hospitality industry, major emphasis during the first two years of study should rest on developing conversational skills in listening and speaking (as opposed to reading and writing skills). The curriculum should draw on faculty and resources from the humanities to add cultural understanding to the courses' objectives. The curriculum should not remain confined to the classroom, but should open outward to the community drawing on local business leaders and foreign students to come in and discuss the use and need for foreign language skills in business, and specifically in the hospitality industry. As students progress in proficiency to higher levels, opportunities should be made available for study abroad, allowing students to learn languages and culture in their native setting. With pertinent course content, emphasis on the types of proficiency that will be most useful upon graduation, and the full utilization of resources and opportunities, a language curriculum should have no difficulty in generating 90 percent registration by hospitality program students.

Integration of Philosophical Issues

Hospitality educators should not get caught-up in a national drive for foreign language education as the sole reason for instituting new requirements and programs. Mass reinstatement of foreign language study in order to "improve our national security" is highly suspect of returning us to the situation of the 1960's when everyone studied a foreign language for two years, and forgot what they learned in months. It is more important that we design programs based on individual need. Given a bona fide individual need for language skills in a career field, that need should drive the student to learn. Rather than designing courses for the masses, language courses should be managed and designed to meet the needs of those that can benefit by them. Providing foreign language skills to those that directly need and can use them (as defined by industry, society, and individuals) is a large enough task to attempt.

Language Study Proficiency Matrix

In the hospitality industry we have identified several variables which will help in determining the language skills an individual will need to successfully perform in his or her chosen career. These variables include occupational group, level in the organization, and specific job tasks with respect to communicating with non-English speaking individuals. We have also noted that dramatically different levels of proficiency can be attained in studying foreign languages as illustrated in Table 1. Combining the proficiency levels of Table 1 with some of the determinant variables, Table 2 presents a matrix of recommended general levels of proficiency that graduates of four-year hospitality degree programs should obtain in order to effectively perform in their chosen career fields.

Table 2 about here

In using the matrix the first question the student should ask is "with the company I plan to work for, or in the area in which I plan to work, will I be expected to engage in any of the three non-English communication tasks?" If the answer is no, then the need to study a language is extremely limited. However, if the chances are good that the need will arise to communicate with non-English speaking employees, foreign visitors, or to work in a non-English speaking country as may be the case with a multinational company, then the student should seriously consider the study of a foreign language. In the table, as the occupational group progresses from foodservice, to hotel, to travel and tourism administration respectively, the desired level of proficiency increases.

As illustrated by Ingrams topology of language proficiency, language serves primarily two functions: meeting the basic or survival needs of the individual, and meeting the social needs of the individual. In the foodservice setting the needs of the guest are pretty well known and therefore the scope of required communication can be quite limited and still effective. In the hotel setting the range of needs becomes greater and the social expectations placed upon the host facility are usually greater, therefore the level of communication need be more fluent. For the travel administrator, in order to be effective, there must be concern with meeting both the social as well as the survival needs of the guest. In this case the demands for fluent

communication are greatest. The language proficiency matrix attempts to illustrate these varying levels of required proficiency based on job content and activities. Rather than stating that this is the level of proficiency every student should attain, the matrix should serve as a starting point for the student to begin to determine what level of proficiency they desire to achieve in order to become an effective member of the hospitality industry. It then becomes the role of the institution to facilitate language learning to that level.

Recommendations for Further Study

This paper began by studying whether or not there should be a foreign language requirement in hospitality management programs, and concluded by stating that such requirements should be based on the individual student's needs depending on his or her career goals. However we still have failed to address other related, key issues. Unanswered questions which will continue to confuse the issue include "How, for sure, does a student determine what language related tasks he or she will be involved in upon graduation?", and "Given the need for a foreign language, how does one know for sure which language to study?". The answers to these questions would appear to require detailed research with industry, identifying their needs and plans for the graduates from our programs. In the short run we can make educated guesses based on close working relationships between academia and industry, in the long run a research program with industry will need to focus on the answers to such questions.

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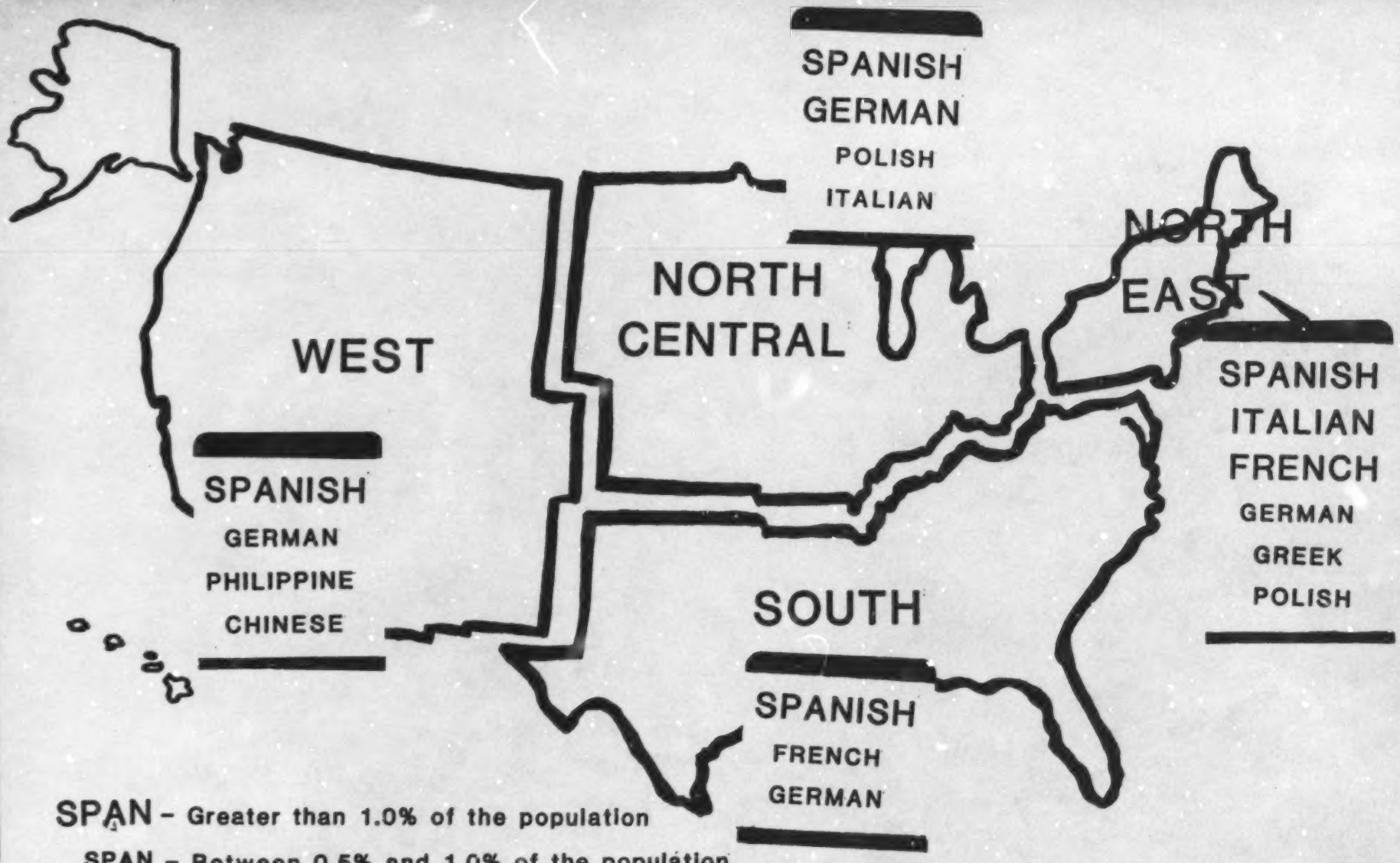

FIGURE 1. FOREIGN LANGUAGE SPOKEN AT HOME

Source: 1980 U.S. Census of the Population

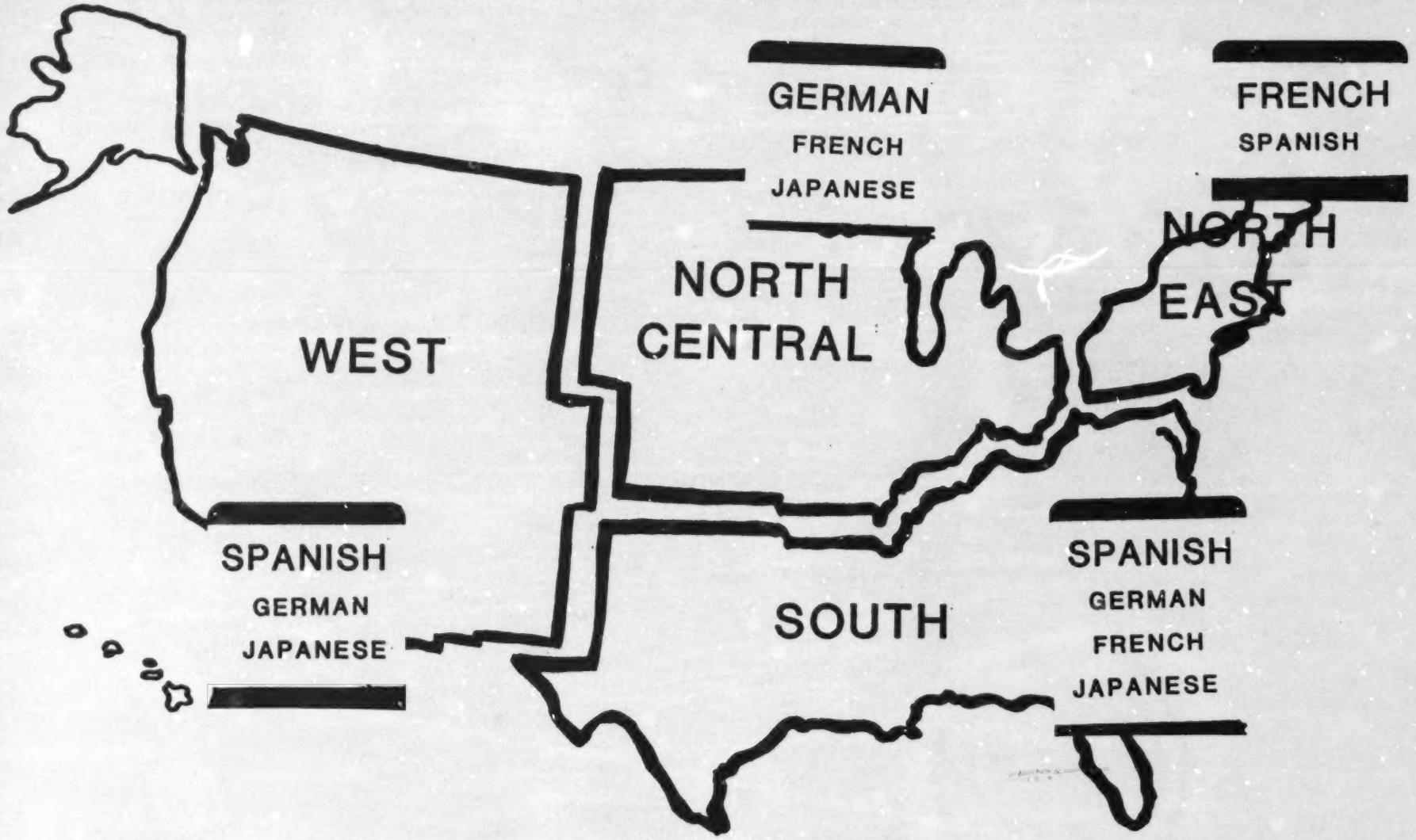

FIGURE 2. LANGUAGE IMPORTANT TO TOURISM

Source: 1984 Survey of State Travel Directors

1. ZERO PROFICIENCY

NO COMMUNICATIVE ABILITY

2. INITIAL PROFICIENCY

EXPRESS SIMPLE NEEDS AND COURTESIES

3. ELEMENTARY PROFICIENCY

SATISFY IMMEDIATE NEEDS, UNDERSTAND LEARNED UTTERANCES

4. MINIMUM SURVIVAL

SATISFY BASIC SURVIVAL NEEDS, UNDERSTAND MINIMUM COURTESIES

5. SURVIVAL

MEET ALL SURVIVAL NEEDS AND LIMITED SOCIAL DEMANDS

6. MINIMUM SOCIAL

SATISFY ROUTINE SOCIAL DEMANDS, LIMITED WORK REQUIREMENTS

7. MINIMUM PROFESSIONAL

SUFFICIENT ACCURACY TO ALLOW FORMAL & INFORMAL COMMUNICATION

8. FULL PROFESSIONAL

USE LANGUAGE FLUENTLY AND ACCURATELY TO MEET ALL NEEDS

TABLE 1. LEVELS OF LANGUAGE PROFICIENCY

Source: D.E. Ingram, ASLPR Scale, 1979

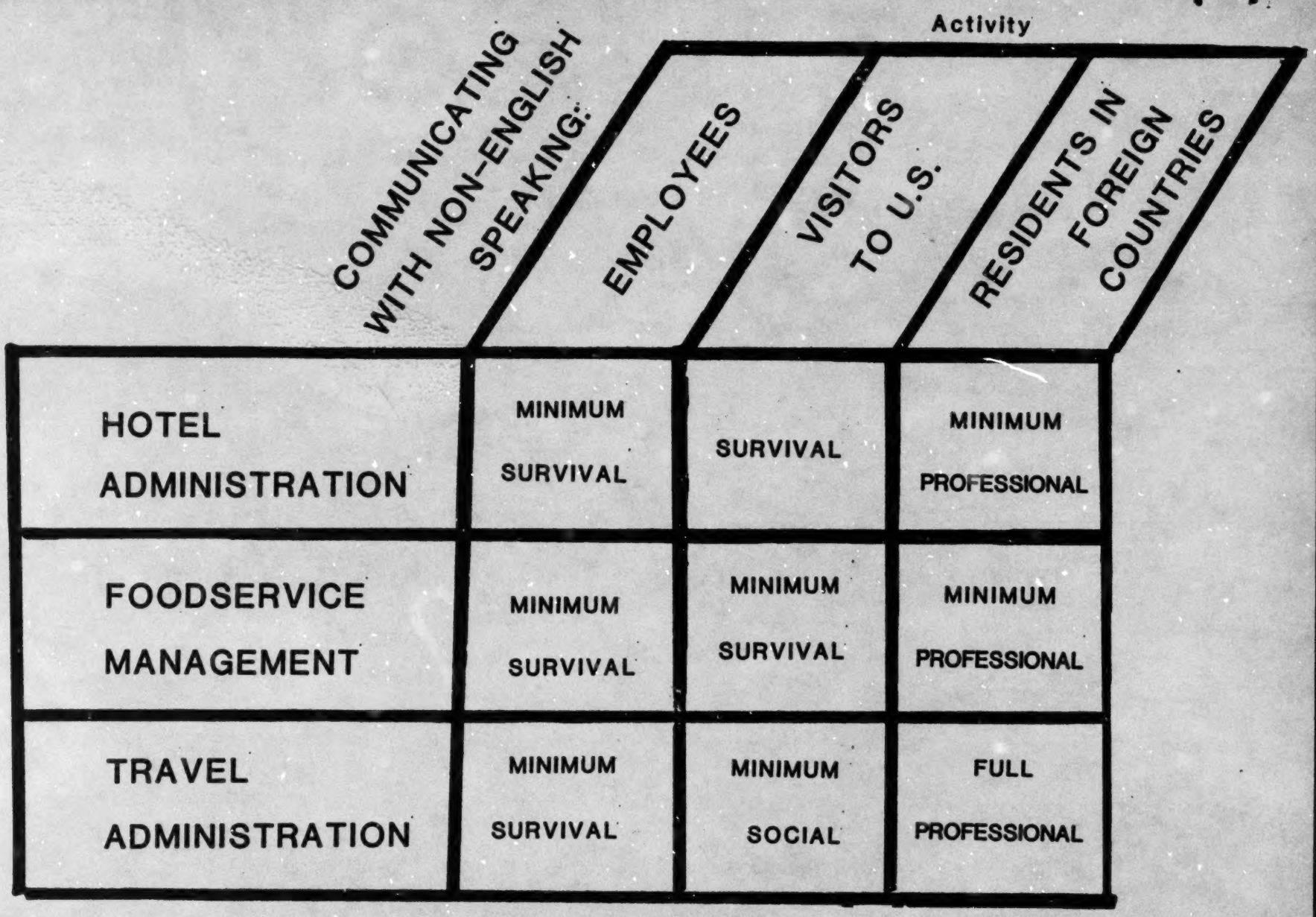

TABLE 2. LANGUAGE STUDY PROFICIENCY MATRIX